

# PERRYFIELDS INFANT SCHOOL

## PROMOTING POSITIVE BEHAVIOUR FOR LEARNING



*Helping each other to learn and grow*

At Perryfields Infant School we believe it is a privilege when parents entrust their child to our care. In school children have –

- the right to be valued
- the right to feel safe
- the right to be treated with respect
- the right to learn

At Perryfields Infant School we have high expectations of behaviour and personal achievement for all the children. This is established by providing a caring and stimulating environment. Children are encouraged to be independent, develop self-control and show respect for others. The use of rewards and sanctions is an integral part of the successful management of children and is both consistent and fair.

We believe that good behaviour promotes effective learning. Staff, parents and children themselves are essential in ensuring that this is understood and maintained.

### **AIMS**

Through its systems of behaviour management, the school aims to –

- Lay the foundations for life long learning.
- Create a school community where everyone values, listens and respects each other.
- Offer all children equal access to a rich, varied and challenging learning experience.
- Celebrate the achievements of all.
- Encourage a safe and healthy environment for all to develop a happy and confident approach to life.

### **A WHOLE SCHOOL APPROACH**

It is understood by Governors and all staff that for the stated aims to be realised there needs to be a whole school commitment to the principles and practices outlined in this document. The most powerful tool we have to promote the adopted approach is the way we model it ourselves. Children learn by the example we set and it requires every member of the school community to adopt it and positively promote it. The ethos of the school is its hidden curriculum where the values and attitudes of the school are demonstrated. An ethos which is positive, caring and sensitive supports the policies and practices of the school.

### **OUR SCHOOL CODE OF CONDUCT**

The following rules are displayed through the school. They relate to safety, respect of people and the school environment and the right to work without distraction.

**Wherever you are –  
Love learning, stay sensible, keep caring.**

The code is written by the children and is refreshed every three years.

### **EXPECTATIONS**

In order to promote positive behaviours it is expected that in each part of the school there will be:

- Effective presence, supervision and time keeping of all staff
- Consistent application of rules
- Supportive yet firm approach and style
- Focused attention
- High expectation
- Effective match of curriculum to the individual
- Team responsibility
- Good organisation of space, resources and timetable
- Appropriate forms of communication – signs/symbols

### **PASTORAL STRUCTURE**

The school prides itself on the outstanding support given to its children.

#### **Home School Liaison**

As part of the child support structure the Home School Liaison Worker works specifically with children and their parents and carers ensuring that communication between home and school is effective and supportive. Her activities may include:

- Supporting parents with issues at home
- Working in partnership with other agencies
- Supporting children with behaviour issues in school
- Supporting children one-to-one with home/school issues.

The Home School Liaison Worker works in close partnership with the Senco.

#### **Working with Other Agencies**

The school works in partnership with other agencies and is able to provide extended pastoral services to the children. Agencies may include:

- Behaviour Support Service
- Child and Adolescent Mental Health Service
- Education Psychologist
- Signposting parents and carers to other services
- Providing workshops to parents

### **CLASSROOM RULES**

Classroom rules are negotiated each year between children and teachers. These rules indicate the rights and responsibilities felt to be important by each class and provide a framework for the management of behaviour.

For both school and classroom rules to be effective, it is important that clear routines have been established, that rules are seen by all to be appropriate and sensible and that consequences when rules are broken are fair, logical and applied consistently.

### **REWARD AND RECOGNITION**

It is important for systems to be in place which respond to achievements and good behaviour. Highlighting and drawing attention to positive attitudes and behaviour is a powerful tool in the

management of behaviour. The importance of meaningful, sincere, sensitive praise cannot be over emphasised.

Rewards and recognition include –

- PRAISE
- Non-verbal/verbal
- Responsibilities
- Stickers
- Star table at lunchtime
- Superstars
- Golden Time
- Certificate in celebration files
- Headteacher's Award
- Beefy Bear
- Lunchtime Awards

## **CONSEQUENCES**

Our consequences are based on positive behaviour management principles. It is important for children to appreciate that inappropriate behaviour is followed by a consequence. It is useful to have a predetermined plan for staff to use to intervene when behaviour is inappropriate to ensure that children are treated fairly and consistently.

Consequences include (hierarchically listed) –

- Non-verbal reminder (a look)
- Rule reminder, either of a school or classroom rule
- Reminder followed by a chat with the child concerned at the end of the session
- Separation of child from group but still within classroom.  
At this stage five minutes 'Golden Time' is missed. This can be repeated twice.
- Separation of child from class to another classroom for 10 minutes. If child is sent to another supervised area, work must be given.
- 'Time Out' in a designated area to allow the child to calm down
- Child reporting to Headteacher

For persistent inappropriate behaviour and after the child has seen the Headteacher on two or three occasions it will be necessary to involve the parents. It is recognised the behaviour is better managed where home and school work together. When it is felt to be appropriate, the class teacher contacts parents to arrange a meeting. At this meeting, the teacher will seek the support and help of parents to improve a child's pattern of behaviour. A home/school diary may be set up as a link. If deemed necessary the child may be placed on the Register of Special Needs and an Individual Education Plan will be put in place. Alternatively a 'Consistent Management Plan' may be put into place.

## **NOTES REGARDING CONSEQUENCE**

- All verbal interactions are made as quietly and privately as possible
- 'Time-outs' require a planned re-entry to the classroom – the child must be expected to adhere to the rules, no reference is made to previous inappropriate behaviour and low-key praise is given as soon as possible.
- It is important for the staff/child relationship to be rebuilt as soon as possible in order to restore self-esteem, and to enable effective learning to take place.

Should behaviours be deemed to be more serious than not following the Perryfields Infant School Code then more formal sanctions will be used. These may include:

- Requests to parents to pick up their child following an incident
- Fixed term exclusions
- Permanent exclusions

To find guidance for Essex protocols regarding exclusions follow this link:

[http://esi.essexcc/vip8/si/esi/content/binaries/documents/Service\\_Areas/Pupil\\_Support/Excluded\\_Pupils/EXCLUSION FROM SCHOOLS\\_Aug07.doc](http://esi.essexcc/vip8/si/esi/content/binaries/documents/Service_Areas/Pupil_Support/Excluded_Pupils/EXCLUSION_FROM_SCHOOLS_Aug07.doc)

## **PROCEDURES AND PRACTICE**

### **Incidents**

Any serious incidents occurring in school are recorded in the Behaviour Book. These incidents are recorded under the following circumstances:

- Where an action has caused harm to another child or member of staff
- Where any damage to property has been caused
- Where any serious/disruption/verbal abuse has occurred

Incidents recorded in the Behaviour Book should be completed by the member of staff involved. Any actions taken must also be recorded and a phone call home.

### **Parental Involvement**

Parents will be asked to support the school policy for behaviour by:

- Signing a home school agreement
- Promotion of the Perryfields Infant School Code at home
- Attending relevant meetings throughout the year
- Communicating with staff appropriately through home school diaries
- Support the school to administer sanctions

### **Involvement of the child**

Children will contribute via questionnaires, meetings and informal question and answer sessions,

- To develop good behaviour via the school council
- Their views regarding
  - anti-bullying
  - rewards
  - safety of the school

## **MONITORING AND EVALUATION**

The results of this policy are monitored and evaluated continuously by observation of the children as they go about their daily tasks and by the way they behave towards adults and children. Attention is paid to comments and reaction from visitors to the school and from people we meet when on school trips.

**Monitored, evaluated and approved by staff on.**

**Presented to Governing Body on**

**Signed on behalf of Governing Body .....**